**Adapting Instruction**

Sometimes a student may need to have changes made in class work or routines because of his or her disability. Modifications can be made to:

* ***what*** a child is taught, and/or
* ***how*** a child works at school.

For example:

Jack is an 8th grade student who has learning disabilities in reading and writing. He is in a regular 8th grade class that is team-taught by a general education teacher and a special education teacher. Modifications and accommodations provided for Jack’s daily school routine (and when he takes state or district-wide tests) include the following:

* Jack will have shorter reading and writing assignments.
* Jack’s textbooks will be based upon the 8th grade curriculum but at his independent reading level (4th grade).
* Jack will have test questions read/explained to him, when he asks.
* Jack will give his answers to essay-type questions by speaking, rather than writing them down.

Modifications or accommodations are most often made in the following areas:

***Scheduling*.** For example,

* giving the student extra time to complete assignments or tests
* breaking up testing over several days

***Setting****.* For example,

* working in a small group
* working one-on-one with the teacher

***Materials***. For example,

* providing audiotaped lectures or books
* giving copies of teacher’s lecture notes
* using large print books, Braille, or books on CD (digital text)

***Instruction***. For example,

* reducing the difficulty of assignments
* reducing the reading level
* using a student/peer tutor

***Student Response***. For example,

* allowing answers to be given orally or dictated
* using a word processor for written work
* using sign language, a communication device, Braille, or native language if it is not English.

Because adapting the content, methodology, and/or delivery of instruction is an essential element in special education and an extremely valuable support for students, it’s equally essential to know as much as possible about how instruction can be adapted to address the needs of an individual student with a disability. The special education teacher who serves on the IEP team can contribute his or her expertise in this area, which is the essence of special education.